

Lowell Public Schools

Family and Community Engagement Subcommittee Meeting

November 9, 2020



2020-2021 Organizational Goals and Key Performance Indicators

| | |
|--|---|
| <p>Academics and Student Achievement:</p> <ol style="list-style-type: none"> 1. On-track to graduation monitor progress quarterly towards graduation based on credit attainment 2. Course grades will be monitored quarterly 3. Math and ELA Benchmarks, IREADY, standards-based Math/ELA quarterly assessment that will provide educators with instructional resources designed to improve student success 4. Early Literacy Fountas and Pinnell is system of support that evaluates students reading and comprehension and is administered three times per year 5. Student Discipline monitoring in/out of school suspensions | <p>Operational Efficiency:</p> <ol style="list-style-type: none"> 1. Diversity hiring will be monitored through tracking of the percentage of new hires who identify among diverse populations 2. Teacher attendance rate will be uploaded quarterly to dashboard; this is monitored on a daily basis 3. Substitute fill rate will be uploaded quarterly to dashboard; this is monitored on a daily basis 4. Student enrollment will be reviewed quarterly for seat capacity 5. PPE Stockpile will be uploaded monthly to dashboard; this is monitored on a weekly basis |
| <p>Safe and Welcoming Environment:</p> <ol style="list-style-type: none"> 1. Social Emotional Learning. Monitored three times through the Devereux Students Strengths Assessment 2. Student Attendance. Monitored daily through Aspen 3. Chronic Absenteeism. Monitored monthly through Aspen 4. Facility Safety. Monitored semi-annually through an internal audit protocol 5. Meal Distribution. Monitored weekly through internal tracking | <p>Family and Community Engagement:</p> <ol style="list-style-type: none"> 1. Community Satisfaction. Monitored semi-annually through an internally designed survey 2. Language Access. Monitored semi-annually through an internally designed survey 3. School-Site Council Participation. Monitored quarterly through internal tracking 4. Parent/Teacher Conference Participation. Monitored semi-annually through internal tracking |

Key Equity and Empowerment Office Initiatives:

- Language Access & Two-way Communication
- Family Council Collaboration, Alignment and Support
 - City-wide Family Council
 - Special Education PAC
 - English Learner PAC
 - McKinney Vento (Homeless Services) PAC
 - Family Councils for Speakers of Other Languages
 - School Site Council Family Reps
- Culturally Responsive Education
- Equity and Access to Educational Opportunities
- Disproportionalities in Discipline
- Diversifying Teacher Leaders
- Portrait of a Graduate



DRAFT 50% Portrait



Preparing Lowell graduates for college, career, and community



Agenda

What is Portrait of a Graduate? - 10 minutes

Data Team Presentations - 10 minutes

Our 50% Portrait of a Graduate - 10 minutes

Discussion - 10 minutes

Report Back - 10 minutes

What will our students know and be able to do by graduation?

This year, Lowell Public Schools has been bringing together our students, families, educators, employers, and community partners to create a bold new vision for Lowell's graduates.

Portrait of a Graduate 2020 is a community-driven process that will define success for Lowell students, including the values, knowledge, skills, and work habits they will need to thrive as learners, workers, and leaders in the 21st century.



Portrait of a Graduate Project Outcomes

Observe

...existing data and community responses to identify gaps in our graduates' readiness for college, career, and community that results in an increased understanding of the challenges that need to be addressed.

Research

...promising student outcome frameworks and exemplary high school portraits of a graduate, which will be used to inform and inspire what is possible in a portrait of a graduate.

Identify

...a core set of knowledge and skills that all local graduates will attain through their high school experience

Create

....An action plan of next steps for these insights to drive decisions about practice and policy to create a more responsive high school model.

Overarching Questions



- What is the purpose of a high school education?
- How can we provide equitable access to robust learning experiences for all students?
- How do we make learning more relevant and engaging for our students?
- How do we ensure students are fully prepared for college, career, and the community?

Sample Completed Portraits -- for reference only



PORTRAIT OF A GRADUATE

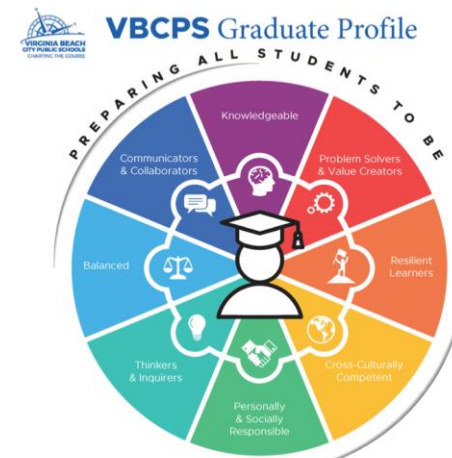
MILFORD SCHOOL DISTRICT | MILFORD, NEW HAMPSHIRE

Every school system's Portrait is unique, reflecting the shared vision of the community.
View more at PortraitofAGraduate.org



MINNETONKA PUBLIC SCHOOLS | MINNETONKA, MINNESOTA

Every school system's Portrait is unique, reflecting the shared vision of the community.
View more at PortraitofAGraduate.org



FUTURE READY

- | | |
|---|--|
| <p>KNOWLEDGEABLE Possessing and exhibiting knowledge and skills to succeed as a learner, worker, and citizen.</p> <p>PROBLEM SOLVERS AND VALUE CREATORS Identifying and solving problems through creative thinking and innovation to address challenges.</p> <p>RESILIENT LEARNERS Seeking and accepting new and difficult challenges to adapt to change.</p> <p>CROSS-CULTURALLY COMPETENT Recognizing and respecting one's own culture and other cultures to work well with others and more fully understand the impact of national and world events.</p> | <p>PERSONALLY AND SOCIALLY RESPONSIBLE Acting with integrity and empathy while demonstrating personal accountability and making a positive contribution to society.</p> <p>THINKERS AND INQUIRERS Raising vital questions driven by curiosity to increase understanding.</p> <p>BALANCED Making healthy choices to achieve well-being and create a well-rounded educational experience.</p> <p>COMMUNICATORS AND COLLABORATORS Listening and articulating effectively for a variety of purposes and working well with others while being willing to understand and offer alternate points of view.</p> |
|---|--|

VIRGINIA BEACH CITY PUBLIC SCHOOLS | VIRGINIA BEACH, VIRGINIA

Every school system's Portrait is unique, reflecting the shared vision of the community.
View more at PortraitofAGraduate.org

Who are we?

| Design Team | Design Team cont. | Teacher Team | Student Team | Community & Family Team | Business & Industry Team |
|------------------|-----------------------|-------------------|----------------|--------------------------|--------------------------|
| Latifah Phillips | JuanCarlos Rivera | Karyn Cassidy | Abraham Osorio | Vannak Khin | Latifah Phillips |
| Vannak Khin | Yun-Ju Choi | Ari Sullivan | Jaeda Turner | African Community Center | Shaun McCarthy |
| Abraham Osorio | Felicia Sullivan | Kendra Bauer | Mablean Ntoro | LEJA | Christine McCall |
| Michael Fiato | LZ Nunn | Maggie Moriarty | Ehud Engabare | Portuguese Team | Danielle McFadden |
| Petra Farias | Shamir Rivera-Quintal | Ralph Saint-Louis | Celia Flomo | LCCE | Allison Lamey |
| Karyn Cassidy | | Deanna Stanford | | CBA | Peter Farkas |
| Lauren Campion | | | | Boys & Girls Club | LZ Nunn |
| Shaun McCarthy | | | | CMAA | |

Activity to Date & Areas of Engagement

**186 LHS
Teachers
out of
230 (81%)**

- > Summer Teacher Planning Team
- > Teacher survey

**1,500+
Lowell
Public
Schools
Students**

- > Student focus groups
- > Student Survey
- > Student Portrait reflection activity

**150+
Business
&
Industry
Leaders**

- > Focus group with MassHire Career Center, Lowell Plan, Greater Lowell Chamber & City of Lowell Economic Dev.
- > Business/Industry survey

**50+
Family &
Community
Members**

- > Lowell Public Schools Family Survey
- > CPAR training with community members
- > Coming soon: Family/Community interviews, focus groups, surveys in multiple languages.

Themes for Skills, Knowledge and Mindsets



New Challenges. New Jobs. New Directions.

Portrait of a Graduate 2020

Teacher Team

1

Perseverance

Grit, Hard work,
Determination

2

Critical Thinking

Smart, Intellectual,
Problem Solving

3

Cultural Awareness

Cultural Awareness, Socially
Just, Celebrate Diversity, Kind

4

Community Trust

Teamwork

Inclusion, Collaboration, Family Relationships,
Staff and Student Relationships

5

Equity

Agents of Change, Civic
Engagement, Social Justice
Mindset

Theme Descriptor/ Mission Statement



New Challenges. New Jobs. New Directions.

Portrait of a Graduate 2020

Teacher Team

Perseverance

LHS students will engage in 21st Century learning skills with perseverance, grit, hard work, and determination as they develop the necessary competencies to become lifelong learners.

Critical Thinking

LHS students will acquire the necessary 21st Century readiness skills that will enable them to gain the intellect and problem solving skills conducive to becoming critical thinkers and lifelong learners.

Cultural Awareness

Cultural competency extends beyond awareness of various cultures. LHS students will develop cultural self-awareness, knowledge, and skills across the curriculum that fosters continuous cultural competence development. Graduates will demonstrate the ability to enhance inclusion and respectful engagement with different groups.

Community Trust

LHS will place character and competence at the forefront of our mission to instill trust in every relationship we maintain. By expanding the capacity for partnerships with the community, as well as enhancing staff and student relationships, trust will allow Lowell High School to collaborate as one.

Equity

LHS students must see themselves as agents of change who are equipped with the skills and resources needed to enable them to confront inequities and injustices in order to promote equity and inclusion for all.

Data Highlights



New Challenges. New Jobs. New Directions.

Portrait of a Graduate 2020

Teacher Team

Teacher Survey

P= 86% of teachers felt that students would be unlikely to try again after failing

CT= 63 % felt critical thinking was important.

CA=54% believe the school should be supporting cultural awareness.

T=89% don't meet in person with their students' families

E=58% believe that the school should support the acquisition of 21st century skills that would enhance equity for all our students.

Std. Lesson

P=36 % of all students independently came up with the word "hard working" & 18% "determined"

CT=29% identified smart and intellectual as words for others to describe them

CA=27% hoped others would describe them as kind

T=13% identified "respectful" and 10% of all students came up with the word "caring"

E=motivation, money, stress, and limited opportunities are barriers to their success

Family Survey

P= 71% of families indicated LHS lacks motivating lessons and it is an area of need

CT= 68% responded their child is not prepared for the next academic grade

CA= 71% responded that they value diversity

T= 52% responded LHS does not create a fair environment for evaluating children

E= A percentage of respondents felt their child is treated differently by adults in school and maintaining the unique diversity of Lowell is of the utmost importance.

10th Gr. Std. Survey

P= 79% of students were not overly excited about attending class

CT= 86% responded they do not generally talk about ideas from class outside of school

CA= 74% felt people at school did not understand them as a person

T= 76% felt they did not matter as much to others at LHS

E= 63% of African Americans felt they were not treated as fairly by adults at LHS

Alumni/Formal Std. Survey

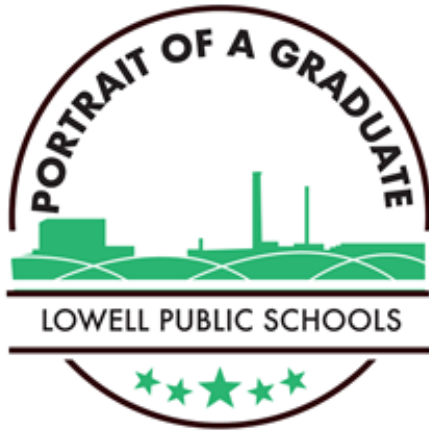
P= 74% of LHS Alumni/former students did not feel adequately prepared for the future

CT= Critical thinking was ranked as the #2 21st Century Readiness Skill

CA= 66% reported that they do not learn about, discuss, or confront issues of race, ethnicity, and culture in school

T= 71% reported their teachers would not be concerned if they walked into class upset

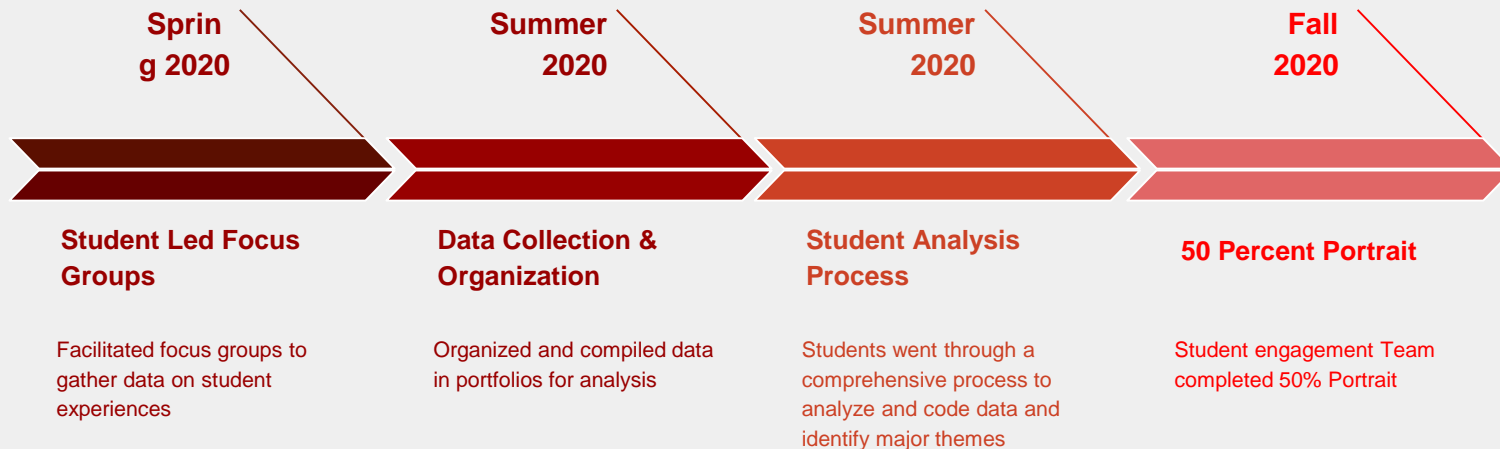
E= 50% of the respondents felt they were not treated fairly by LHS adults based on their race, ethnicity or culture



Student Engagement

*Jaeda Turner
Mablean Ntoro
Ehud Engabare
Celia Flomo
Abraham Osorio*

Engagement Timeline



Major Data Themes

Community Engagement
Communication
Staff Diversity
Skill Building

- “I think **critical thinking skills** are very important. In life you’re going to have a lot of people and a lot of different things, so you should have the ability to discern who you should listen to and who you should ignore and use common sense to make your own path and not get guided by others.”
- “I was going to say **task-oriented skills**. Like sometimes I think I procrastinate, so if we could do something so that we don’t procrastinate because especially in college I think it will be kind of harder to be able to focus on one assignment, maybe.”
- “I said **communication and social skills**. It is good to be book smart, but also street smart. To know how the world is. For success you have to know how people are, their moods, how to talk to different people.”
- “I feel like the most important skills you have through high school is **organization and stress-management**. Sometimes it will get to the point where you are juggling all of these activities, extracurriculars and academics, and you won’t really have time for yourself, so focusing on mental health is important to be successful in high school and post-secondary.”

Focus Group Responses



Mindsets/Skills

Communication & Social Skills

Humility

Inclusivity

Networking

Real Life Technical Skills

Critical Thinking

organization and stress-management.

Management

Cultural Competence

Industry Data Team

Team Members

- Shaun McCarthy
- LZ Nunn
- Latifah Phillips

Data Collection Methods

- Survey (130+ responses)
- Brainstorm sessions with MassHire Workforce Board, GL Chamber of Commerce, Lowell Plan/LDFC, and CoL Economic Development Office
- Industry Leader Luncheon/Focus Group - 10/8 - We will share the survey results and take a deeper dive into meaning of results

Top Skills (Survey Results as of 10/1/20)

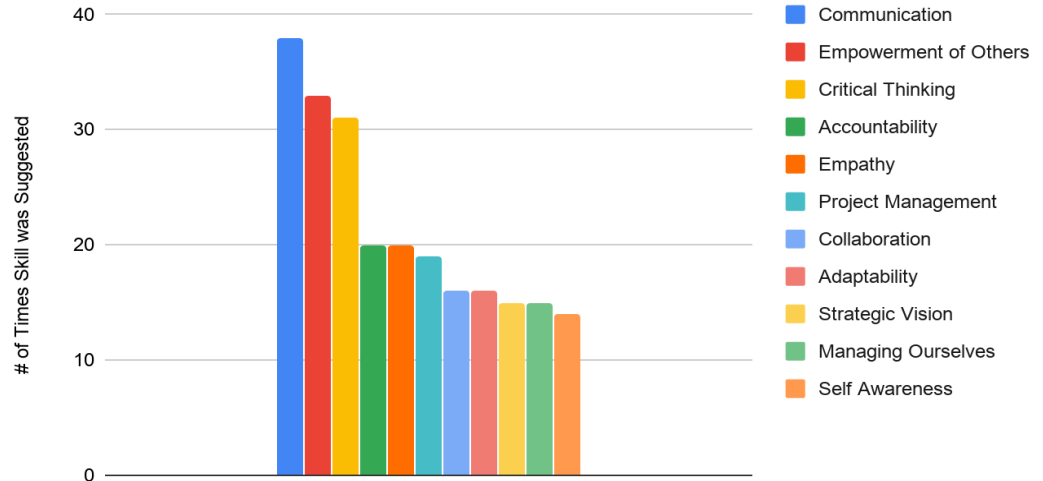
1. Communications
2. Empowerment of Others
3. Critical Thinking

Other Top Skills

- Accountability
- Empathy
- Project Management
- Collaboration
- Adaptability
- Strategic Vision
- Managing Ourselves
- Self Awareness

Skills Needed in the Modern Workplace

Industry representatives identified these skills from a The Human Skills Matrix



Knowledge (Survey Results as of 10/1/20)

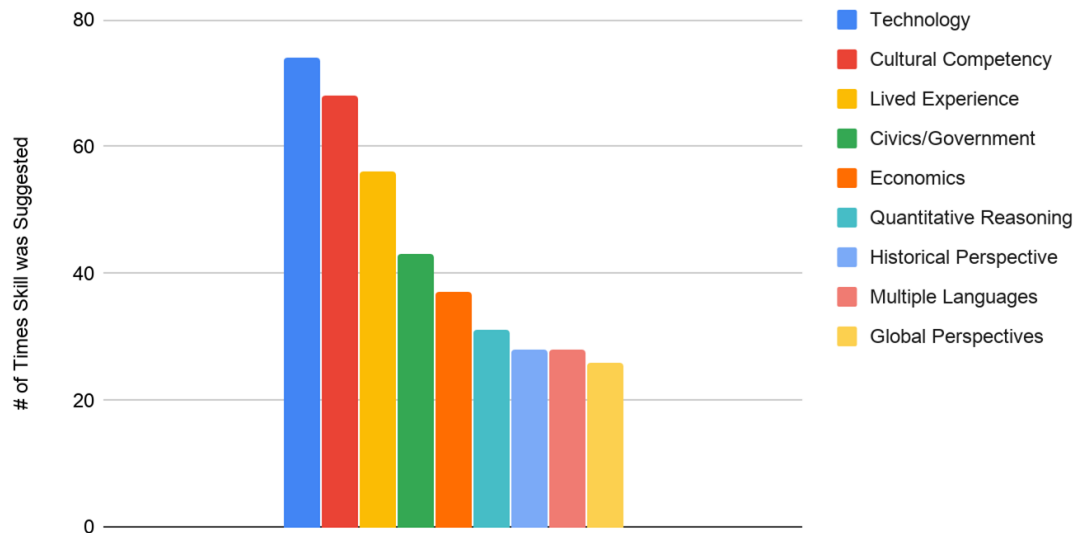
1. Technology
2. Cultural Competency
3. Lived Experience

Other Top Knowledge

- Civics / Government
- Economics
- Quantitative Reasoning
- Historical Perspectives
- Multiple Languages
- Global Perspectives

Knowledge Areas

Industry representatives identified these knowledge areas as most necessary in their respective fields



Mindset (Survey Results as of 10/1/20)

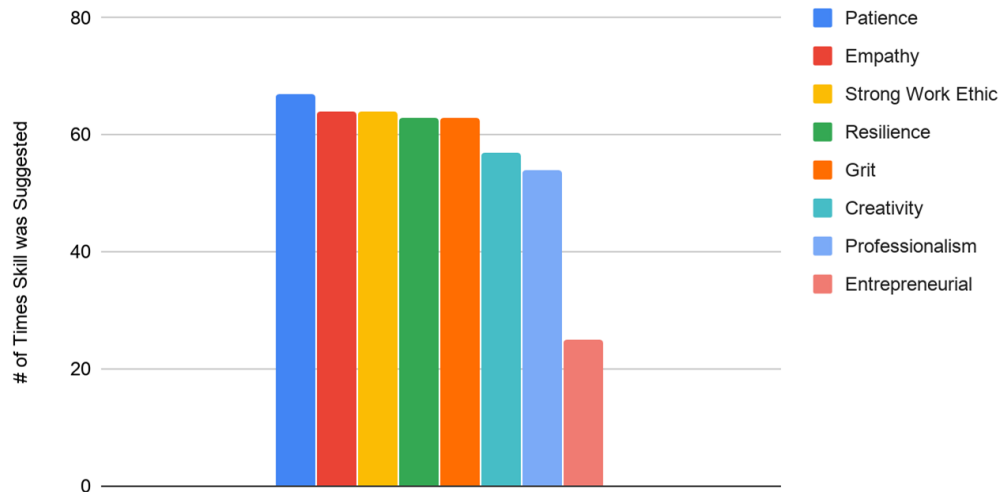
1. Patience
2. Empathy
3. Strong Work Ethic

Other Top Mindsets

- Resilience
- Grit
- Creativity
- Professionalism
- Entrepreneurial

Mindsets

Industry representatives identified these mindsets as most necessary in their respective fields



Critical Participatory Action Research:

Research conducted in a community, by a community, for a community

Our CPAR Researchers

African Community Center
Boys & Girls Club
Coalition for a Better Acre
Cambodian Mutual Assistance Association
Latinx Community Center for Empowerment
Lowell Education Justice Alliance
LPS Portuguese Team

Our Methods

Interviews
Focus Groups
Surveying
Art-Based Research

Our Communities

Business Owners
Community Leaders
Neighborhoods
Alumni
Parents
Youth Groups

Central Research Question:
What do our communities say about the value of an LPS education?

Our 50% Portrait of a Graduate - 1

| Type of Competency | Description | Data to Support |
|---------------------------------------|---|--|
| Knowledge: Cultural Competency | <i>The ability to understand, appreciate and interact with people from cultures or belief systems different from one's own.</i> | <ul style="list-style-type: none">● 54% of teacher respondents believe the school should be supporting cultural awareness● 14% of student respondents answered favorably that students at the school often have important conversations about race, even when they might be uncomfortable● 39% of student respondents answered favorably that they are confident students at the school can have honest conversations with each other about race● 66% of Lowell High alumni reported that they did not learn about, discuss or confront issues of race, ethnicity and culture in school |

Our 50% Portrait of a graduate - 2

| Type of Competency | Description | Data to Support |
|------------------------------------|---|---|
| Knowledge: Digital Literacy | <i>The ability to use information and communication technologies to find, evaluate, create, and communicate information, requiring both cognitive and technical skills.</i> | <ul style="list-style-type: none">● 53% of Portrait business/industry survey respondents said jobs of the future will include Computer Science, Healthcare/Telehealth, Environmental Sustainability, Data Analysis and digital communications● 62% of Industry Survey Respondents said that the most important knowledge is technology● According MA Labor Market Information Data, the Professional, Scientific, and Technical Services Industry is projected to grow by almost 13% in the Greater Lowell Workforce area● According to the Northeast Regional Blueprint from 2018, the top three priority industries in our region are Advanced Manufacturing, Professional and Technical Services, and Health Care and Social Assistance |

Our 50% Portrait of a graduate - 3

| Type of Competency | Description | Data to Support |
|--|---|---|
| <p>Skill:</p> <p>Critical Thinking</p> | <p><i>Students will acquire the necessary 21st Century readiness skills that will enable them to gain the intellect and problem solving skills conducive to becoming critical thinkers and lifelong learners.</i></p> | <ul style="list-style-type: none">● 59% of teacher respondents felt critical thinking was the top readiness skill students who have in the 21st century● 54% of student respondents answered that they rarely or never talk about ideas from their classes when they are not in school● Alumni respondents ranked critical thinking and problem solving as the top 2 and 3 21st century readiness skills needed for graduates to be successful |

Our 50% Portrait of a graduate - 4

| Type of Competency | Description | Data to Support |
|------------------------------|---|--|
| Mindset: Perseverance | <i>Students engage in 21st Century learning skills with perseverance, resilience, and determination as they develop the necessary competencies to become lifelong learners.</i> | <ul style="list-style-type: none">● 24% of teacher respondents stated that their students stay focused on the same goal for several months at a time● 18% of teacher respondents stated that over the next several years their students are highly likely to continue to pursue one of their current goals● 74% of teacher respondents stated that if their students fail to reach an important goal, they are not likely to try again● 54% of student respondents independently came up with the words “hard working” or “determined” when asked what are the words you hope people use to describe you when you graduate |

Our 50% Portrait of a graduate - 5

| Type of Competency | Description | Data to Consider/Support |
|--|--|--|
| Skill/Mindset Relationship Building | Developing the skills and ability to communicate persuasively, collaborate with others, be accountable by following through on your commitments. | <ul style="list-style-type: none">● 60% of student respondents do not believe their teachers would be concerned if they walked into a classroom upset● 71% of Lowell High alumni respondents reported their teachers would not be concerned if they walked into class upset● 89% of teacher respondents do not meet in person with the families of their students● 66% of teacher respondents stated that families are not supportive when they face challenges with particular students● Portrait Industry Survey respondents answered Communication and Empowerment of Others as the top two 'skills'. Other skills include Accountability, Empathy, Collaboration, Managing Ourselves, Self Awareness |

Breakout Rooms Activity

1. What about this work/project excites you? What makes you uncomfortable or worried? Why? Discuss and capture responses.
2. Each group member should take turns sharing the one skill/competency that most resonated with them. After each individual share-out, choose one of the [competencies](#) as a group and come up with a definition your group can agree on.
3. What additional questions do you have about the process or content shared in the presentation? What information is missing or unclear?
4. If you would like to learn more about getting involved in the action planning.

Link to discussion feedback document: [https://docs.google.com/document/d/1RZVCwwF3PB2ohP3-](https://docs.google.com/document/d/1RZVCwwF3PB2ohP3-OIVEXCAvQaPwCz3FZ07FEpUBgCw/edit?usp=sharing)

[OIVEXCAvQaPwCz3FZ07FEpUBgCw/edit?usp=sharing](https://docs.google.com/document/d/1RZVCwwF3PB2ohP3-OIVEXCAvQaPwCz3FZ07FEpUBgCw/edit?usp=sharing)

Next Steps

- Community Information Session (11/12)
- Community Engagement Session (11/19)

- Community Team Presentations (Nov-Dec)
- Teacher Coffee Chats

- Learn more and stay informed about Portrait of a Graduate:
www.lowell.k12.ma.us/portraitofagraduate